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ABSTRACT

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This sixth booklet outlines a prescriptive career-oriented adult instructional program (an individualized program of study prescribed according to each worker's specific job requirements and proficiency level in math and reading skills) for undereducated manufacturing employees. (Booklets 4, 5, and 7 are the other instructional packets developed in each of the following areas: Construction, municipal government, and health services.) This booklet contains 22 one- and two-page lesson plans in which reading or math are taught in conjunction with specific job-related tasks to help workers increase their job performance as they become more proficient in reading and math. Each lesson plan in outline format includes the following: Title; identification as a reading or mathematics instructional plan for a specific skill level; related career knowledge area; the specific skill being taught; behavioral objectives; lists of instructional activities, procedures and teacher materials (two charts, a diagram, and several copies of canned food labels are included); and suggested type of evaluation. (EM)

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AN ADULT PRESCRIPTIVE PROGRAM FOR LEVELS OF EMPLOYMENT— CAREER ORIENTED EDUCATION (APPLE CORE)



An Adult Education Curriculum Guide
based on
Instructional Materials Related to the
Occupational Needs of Employees
(Developed and Prepared by Project Apple Core Staff)

Bulletin #1258

BOOKLET 6 Instructional Packet Manufacturing Employees

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INSTRUCTIONAL PACKET
MANUFACTURING EMPLOYEES

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 2

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

Given a list of words found on the Sugary Sam Yam Label, the student will:

- A. Underline each word containing the suffixes: ness, ing, ed, age, and ful.
- B. Circle the suffixes contained in these words.
- C. Add the proper suffix to a list of words.

II. INSTRUCTIONAL ACTIVITIES

Structural analysis.

- A. Suffixes.
- B. Prefixes.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Instructor will introduce suffixes. Student will underline each word on the Sugary Sam Yam Label which contains the suffixes: ed, ful, ing, age, ness.

<u>ed</u>	<u>ful</u>	<u>ing</u>	<u>age</u>	<u>ness</u>
desired	tasteful	cooking	package	sweetness
granulated		adding		
greased		baking		

ed ful ing age ness

melted rolling

packed serving

cooked

B. Student will circle each suffix in the words underlined in activity A.

C. Student will add one or more of the suffixes ed, ful, ing, age, ness to the following words:

pack _____ cook _____ taste _____ roll _____

grease _____ desire _____ melt _____ serve _____

sweet _____ add _____ bake _____ granulated _____

IV. TEACHER MATERIALS

A. Sugary Sam Yam Label.

B. Teacher made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Sugary Sam Yam Label.

VALUABLE OFFER
52 Page Copy
FREE



WITH ANY 3 LABELS FROM
ANY TRAPPEY PRODUCTS TO:
B. F. TRAPPEY'S SONS, INC.
NEW IBERIA, LA. 70560

This offer is good only within the
continental limits of the United
States

PACKED BY
B. F. TRAPPEY'S
SONS, INC.

U S A



SUGARY SAM.



Louisiana
YAMS

LARGE CUT SWEET POTATOES

SUGAR SYRUP PACK . NET WT. 17 OZ. (1 LB. 1 OZ.)



*It's Good.
It's Tastyful.* *It's a Darn
Good Yam*

AN EARLY AMERICAN - THE SWEET POTATO
Columbus found it here - carried it back
as proof of the wonders of the New
World. Today, we know the sweet potato
as a prize package of food values: a rich
source of vitamin A, and it provides
worthwhile quantities of vitamin C. It is
a good provider of food energy, too -
even better than the white potato.

TO PREPARE
Simply heat thoroughly and serve - or
pour off syrup, add 2 tablespoons butter,
dash of salt and 1/4 cup of brown sugar
(if desired). Boil the mixture down to
preferred consistency. Serve over yams
placed in buttered casserole, bake in
moderate oven, basting occasionally
until candied just right.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET:

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Measurement

LEVEL: L2 - L3

EDUCATIONAL SKILL: Fractions

I. INSTRUCTIONAL OBJECTIVES

- A. The student will correctly identify the fractional parts of an inch to the nearest $1/32$.
- B. The student will correctly measure the inside and outside diameter of various pipes and pieces of equipment.

II. INSTRUCTIONAL ACTIVITIES

Recognizing fractional parts.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Instructor will:

1. Explain the fractional parts of an inch and the notations (') feet, (") inches.
2. Demonstrate how to use a caliper to measure inside and outside diameters.
3. Show the worker how to apply rule reading techniques to reading calipers.

B. Student will:

1. Indicate the following on a rule:
 - a. $1-1/2"$
 - b. $3-3/4"$
 - c. $5-3/8"$
 - d. $7-5/16"$
 - e. $8-7/32"$
 - f. $4-7/16"$

g. 1" 2-1/4"

i. 2' 3-1/8"

h. 3' 11-9/32"

j. 10-5/8"

2. Measure the inside and outside diameters of the following with a caliper:

a. 1/2" pipe.

b. 1-1/2" pipe.

c. 3" pipe collar.

IV. TEACHER MATERIALS

A. Tape rule.

B. Set of calipers.

C. Pieces of pipe or pieces of equipment to be measured.

D. Caliper chart.

V. EVALUATION

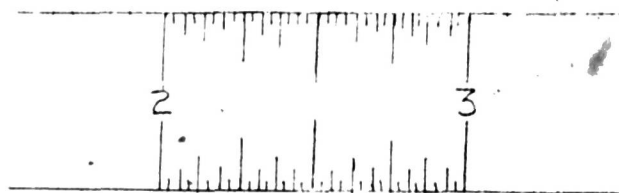
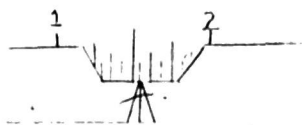
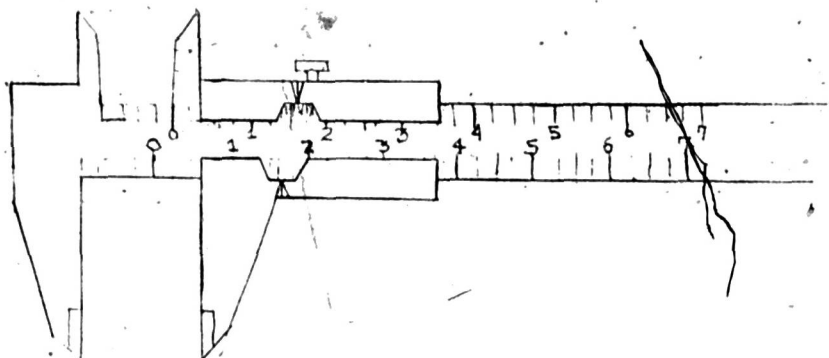
A. Teacher made test.

B. On the job application.

VI. BIBLIOGRAPHY

Smartt, J. L. Length Measurement. Go-Power Corporation, Palo Alto, California, 1969.

CALIPERS



PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Safety

LEVEL: L3 - L4

EDUCATIONAL SKILL: Study Skills

I. INSTRUCTIONAL OBJECTIVES

The worker will utilize a canned food reference manual to list the sanitation procedures which must be followed at a food processing plant.

II. INSTRUCTIONAL ACTIVITIES

A. Index of the reference manual.

B. Abstract specific information from the manual.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Student will answer the following questions:

1. Which types of microorganisms cause spoilage?
2. How can these microorganisms be killed?
3. Why is steam used in the sanitation process?

B. Student will outline the procedure for proper sterilization of processed foods.

IV. TEACHER MATERIALS

A canned food reference manual.

V. EVALUATION

A. Teacher evaluation.

- B. On the job application.

VI. BIBLIOGRAPHY

- A. Crueso, W. V. Commercial Fruit and Vegetable Products.
McGraw Hill Book Company, New York, N.Y., 1948.
- B. Pitcher, R. W. The Canned Food Reference Manual.
American Can Company, New York, N.Y., 1947.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Measurement

LEVEL: L'2

EDUCATIONAL SKILL: Fractions

I. INSTRUCTIONAL OBJECTIVES

- A. Given two fractions the student will correctly determine which one is greater.
- B. Given two sizes of pipe, the student will correctly compute which pipe is larger.

II. INSTRUCTIONAL ACTIVITIES

Common denominator.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Instructor will:

1. Introduce fractions and common denominator.
2. Explain how pipe sizes can be compared by applying this procedure.

B. Student will:

1. Compare the following fractions. Indicate which one is greater.
 - a. $1/2$ - $3/4$
 - b. $1/4$ - $5/16$
 - c. $1/2$ - $7/16$
2. Determine which is larger:
 - a. $3/4$ " or $7/8$ " pipe.

b. 1/2" or 9/10" copper tubing.

c. 3/8" or 1/4" plastic hose.

IV. TEACHER MATERIALS

A. Ruler or tape*measure.

B. Samples of various sized pipes or hoses.

V. EVALUATION

A. Teacher evaluation.

B. On the job application.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Measurement

LEVEL: L 3

EDUCATIONAL SKILL: General Knowledge Skills

I. INSTRUCTIONAL OBJECTIVES

After a discussion on volume the student will:

- A. Explain the formula for computing the volume of a cylinder.
- B. Compute the volumes of various cans using the cylinder formula.
- C. Convert the volume to the nearest one-half ounce.

II. INSTRUCTIONAL ACTIVITIES

Volume of a cylinder.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Instructor will:

1. Introduce and explain the cylinder formula.
2. Explain the conversion factor (1 cubic inch = .55 ounce) and its use.

B. Student will:

1. Answer the following questions:
 - a. What does π mean?
 - b. What does r^2 mean?

2. Read the can size chart and compute the following:
 - a. The volume in cubic inches of a #303 can.
 - b. The volume in cubic inches of a #2 can.
3. Compute the volume of the following and convert to ounces:
 - a. #3 can.
 - b. #202 can.

IV. TEACHER MATERIALS

Can-size chart.

V. EVALUATION

- A. Teacher evaluation.
- B. On the job application.

VI. BIBLIOGRAPHY

- A. Shea, J. T. Working with Numbers, Refresher. Steck-Waughn Company, Austin, Texas, 1973, pp. 131, 132.
- B. Pfeiffer, R. W. The Canned Food Reference Manual. American Can Company, New York, N.Y., 1947.

COMMON CAN SIZES*

Can Name	Dimensions		Canner's Designation	Net Contents Liq. Prod.	Products
	Diameter	Height			
6 oz	2-1/8"	3-1/2"	202 x 308	5-1/4 fl. oz.	Tomato paste, tomato sauce
No. 300 . .	3"	4-7/16"	300 x 407	12-1/2 fl. oz.	Vegetables, some fruits, juices soups, meat products, fish products, specialties
No. 1 Tall .	3-1/16"	4-11/16"	301 x 411	15 fl. oz.	Fruits, some vegetables, juices, fish products, specialties
No. 303 . . .	3-3/16"	4-3/8"	303 x 406	15 fl. oz.	Vegetables, some fruits and juices, soups, specialties
No. 2	3-7/16"	4-9/16"	307 x 409	1 pt. 2 fl. oz.	Most commonly used size - fruits, vegetables, juices, soups, specialties
No. 3	4-1/4"	7"	404 x 700	1 qt. 14 fl. oz.	Fruit juices, tomato juice

* Pilcher, R. W. The Canned Food Reference Manual. American Can Company. New York, N: Y. 1949. PP. 263-265

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Equipment

LEVEL: L2 - L3

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

- A. The student will correctly divide 2 and 3 digit numbers with zeros.
- B. The student will correctly determine the appropriate number of units which may safely be loaded on different types of equipment.

II. INSTRUCTIONAL ACTIVITIES

- A. Cancelling zeros.
- B. Rounding off.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Instructor will explain the short cut of cancelling zeros and rounding off.
- B. Student will answer the following questions using the weight chart:
 - 1. If a crate of yams weighs 50 pounds, how many crates will a small fork-lift hold?
 - 2. How many 2,000 pound pallets can be loaded on a 1 axle truck with a 2 axle trailer?
 - 3. How many 1,500 pound pallets can be loaded on the smallest truck?
 - 4. If a case of beans weighs 20 pounds, how many cases can the largest truck hold?

IV. TEACHER MATERIALS

Weight chart.

V. EVALUATION

Teacher made evaluation.

MAXIMUM RECOMMENDED WEIGHTS

Small Fork Lift 1,000 pounds

Large Fork Lift 2,000 pounds

1 Axle Truck 5,000 pounds

1 Axle Truck with
1 Axle Trailer 10,000 pounds

1 Axle Truck with
2 Axle Trailer 20,000 pounds

2 Axle Truck with
2 Axle Trailer 30,000 pounds

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 3 - L 4

EDUCATIONAL SKILL: Whole Numbers
Units of Measure

I. INSTRUCTIONAL OBJECTIVES

Given a Trappey's Whole Okra Label the student will:

- A. Add, subtract, and multiply a pair of five digit whole numbers.
- B. Write the word name for a five digit number.
- C. Determine the weight of a case (12 cans) of okra in ounces and in pounds when given the weight in ounces of one can of okra.

II. INSTRUCTIONAL ACTIVITIES

- A. Addition, subtraction, and multiplication of whole numbers.
- B. Writing word names for a given numeral.
- C. Computing multiples of given weights and converting a given weight to an equivalent weight with a different unit of measure.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. This label contains a code for pricing a can of whole okra. It consists of a pair of five digit numbers. They are 70320 and 60150. Work the following arithmetic problems:

$$\begin{array}{r} 1. \quad 70,320 \\ + \quad 60,150 \\ \hline (130,470) \end{array}$$

$$\begin{array}{r} 2. \quad 70,320 \\ - \quad 60,150 \\ \hline (10,170) \end{array}$$

$$\begin{array}{r} 3. \quad 70,320 \\ \times \quad 150 \\ \hline 3516000 \\ 70320 \\ \hline (10,548,000) \end{array}$$

(Seventy Thousand, Three Hundred Twenty).

1. What is the content or net weight of a can of Trappey's Whole Okra? (15 oz)

2. What is the content or net weight of a case (12 cans) of Trappey's Whole Okra?

(12 x 15 = 180) ounces or (11) pounds, (4) ounces

Trappey's Whole Okra Label

Teacher evaluation:

Trappey's Whole Okra Label.



PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 3 - L 4

EDUCATIONAL SKILL: General Knowledge Skills

I. INSTRUCTIONAL OBJECTIVES

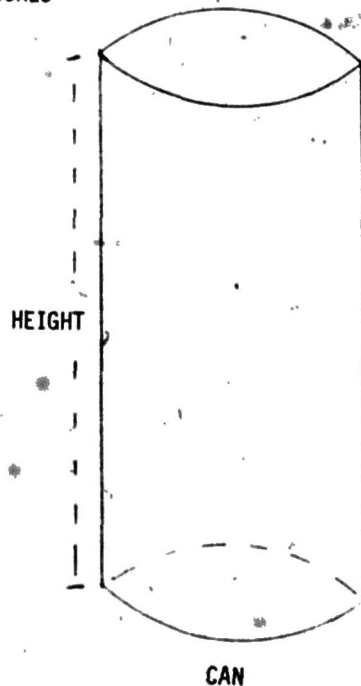
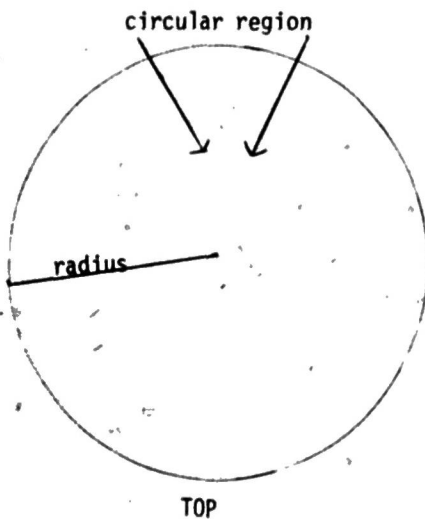
Given the dimensions of a right circular cylinder, the student will compute the area of the base and the volume of the cylinder.

II. INSTRUCTIONAL ACTIVITIES

A. Area of a circle.

B. Volume of a cylinder.

III. SUGGESTED INSTRUCTIONAL PROCEDURES



A "can" can be described as a right circular cylinder. The "top" and "bottom" of the "can" are called circular regions. The radius of the circular region is the distance from the center of the region to its edge.

The area A of a circular region is in square units and is about $3x$ the square of the radius, and is given by the formula:

$$A = 3 \times \text{radius} \times \text{radius}$$

The volume V of a cylinder is in cubic units and is about $A \times$ the height of the cylinder, and is given by the formula:

$$V = A \times \text{height}$$

Given the radius of the "top" of a "can" is 2 inches and the height of the "can" is 5 inches. Find:

A. Area of the "top" ($A = 3 \times 2 \times 2 = 12$ square inches)

B. Volume of the "can" ($V = 12 \times 5 = 60$ cubic inches)

IV.

TEACHER MATERIALS

Trappey's Pork and Beans Label.

V.

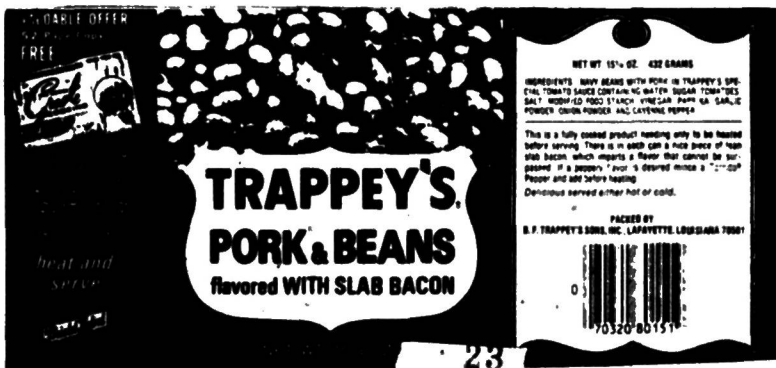
EVALUATION

Teacher Evaluation.

VI.

BIBLIOGRAPHY

Trappey's Pork and Beans Label.



PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 3 - L 4

EDUCATIONAL SKILL: Whole Numbers

I. Given a Trappey's Cut Okra and Tomatoes Label the student will:

A. Double and halve the ingredients in a recipe found on the label.

B. Compute the numerical difference of the zip codes of two local cities.

II. INSTRUCTIONAL ACTIVITIES

A. Multiplication of whole numbers and fractions.

B. Subtraction of whole numbers.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. This label includes a "servings suggestion for eight" for cut okra and tomatoes. Some of the ingredients are:

2 tablespoons of bacon fat

1/2 teaspoon of salt

1/3 teaspoon of pepper

When preparation is made for sixteen people, determine the amounts required of each ingredient:

1. Bacon fat: (4) tablespoons

2. Salt : (1) teaspoon

3. Pepper : (2/3) teaspoon

B. When preparing for four persons, how much is needed of each ingredient:

1. Bacon fat: (1) tablespoon.
2. Salt: (1/4) teaspoon.
3. Pepper: (1/6) teaspoon.

C. The zip code for the Lafayette area is 70501 and the zip code for the New Iberia area is 70560. How much greater is the New Iberia zip code than Lafayette's? (Circle the correct response):

1. 60 2. 59 3. 61 4. 460
5. None of these.

IV. TEACHER MATERIALS

Trappey's Cut Okra and Tomatoes Label.

V. EVALUATION

Teacher evaluation

VI. BIBLIOGRAPHY

Trappey's Cut Okra and Tomatoes Label.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 3

EDUCATIONAL SKILL: Measurement
Decimals

I. INSTRUCTIONAL OBJECTIVES

After measuring the length, width and depth of a cardboard box, the student will determine how many bushels of animal feed can be stored in the box.

II. INSTRUCTIONAL ACTIVITIES

- A. Volume of a cube.
- B. Division of decimals.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Measure a cardboard box. Find the length, width and height. Using the formula $V = l \times w \times h$, determine the volume of the box.
- B. Using the information in Part A, determine the number of bushels the box can hold.
1 bushel = 1.25 cubic feet

IV. TEACHER MATERIALS

- A. Cardboard box.
- B. Ruler or yardstick.
- C. Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 1 - L 4

EDUCATIONAL SKILL: Units of Measure
Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given a Trappey's Sugary Sam Yam Label, the student will:

- A. ~~Determine the equivalence between standard units of weights.~~
- B. Compute the total weight of several cans of this product.
- C. Figure the approximate equivalence between standard units of weight and metric units of weight.

II. INSTRUCTIONAL ACTIVITIES

- A. Weight conversions
- B. Multiplication of whole numbers.
- C. Division of whole numbers.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. The number of ounces by weight in a one-pound can be determined by knowing (as indicated on label) that 22 ounces is the same as 1 pound and 6 ounces. Calculate from this information the number of ounces in one pound.

(Answer: 1 pound = 22 ounces - 6 ounces = 16 ounces)

- B. A case of Sugary Sam Yams contains twelve cans, each weighing 22 ounces. What is the content weight of:

1. One case? $12 \times 22 = 264$ ounces
2. Three cases? $3 \times 264 = 792$ ounces
3. One-half case? 6×22 or $1/2$ of 264 = 132 ounces

C. The net weight of 22 ounces is approximately equal to the metric weight of 624 grams. What is the approximate number of grams in one ounce? (Circle the correct response).

1. 57 2. 152 3. 28 4. None of these.

IV. TEACHER MATERIALS

Trappey's Sugary Sam Yam Label.

V. EVALUATION

Teacher evaluation

VI. BIBLIOGRAPHY

Trappey's Sugary Sam Yam Label.

SUGARY SAM
Louisiana
YAMS
WHOLE SWEET POTATOES
SUGAR SYRUP PACK NET WT 22 OZ (1 LB 6 OZ)

SERVING SUGGESTION
CANDIED YAMS
Remove these yams (sauce syrup), place in well greased baking pan. Then crush or crumble 7 large ginger snaps with a rolling pin and mix with yam syrup, adding melted butter or oleomargarine and adding a teaspoon of baking powder. If extra sweetness is desired, sprinkle over each yam brown or granulated sugar. Add the juice of one-half lemon. Bake in hot oven 20 min.

AN EARLY AMERICAN - THE SWEET POTATO
Columbus found it here - carried it back as proof of the wonders of the New World. Today, we know the sweet potato as a prize package of food values, a rich source of vitamin A, and it provides our share of vitamin C. It is a good provider of food energy, too - even better than the white potato.

it's good, it's tasteful, it's a darn good yam!

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L2 - L3

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

- A. Given a group of sentences, the student will select the correct context clue word from three words provided.
- B. Given a list of sentences with one word underlined, the student will circle the word or phrase which best helps explain the underlined word.
- C. Given a brief paragraph containing several sentences with words omitted, the student will fill in the blanks with the proper words from a group of words provided.

II. INSTRUCTIONAL ACTIVITIES

Context clues

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Read the following sentences. Underline one of the three words that best completes the sentence.
 1. In Louisiana, sweet potatoes are also called:
oranges yams values
 2. Trappey's cans sweet potatoes in:
syrup water brown sugar
 3. To make the potatoes sweeter, Trappey's adds:
grams vitamins sugar
 4. Before placing the yams in the baking dish the dish should be:
heated greased floured

B. Often you can get a general idea of the meaning of a word from other words in the same sentence. Circle the word or phrase which helps you understand the underlined word.

1. The yams have been heated until the syrup has boiled down.
2. Trappey's yams can be candied by adding brown sugar or honey to the syrup.
3. Sweet potatoes are a good source of vitamins A and C.
4. Cherries, coconut, almonds and sour cream can be used to garnish a yam dish.

C. Fill in the blanks in this paragraph with a word from the following group:

world yams value
potato vitamins

Columbus found (yams) in this country and carried them back as proof of the wonders of the new (world). Today we know the sweet potato contains a great deal of food (value). Yams are also a source of (vitamins) A and C. They provide food energy even better than white (potatoes).

IV. TEACHER MATERIALS

Sugary Sam Yam Label.

Teacher made materials.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Sugary Sam Yam Label.

SUGARY SAM.
Louisiana
YAMS

CUT & WHOLE SWEET POTATOES

SUGAR SYRUP PACK NET WT. 22 OZ. (625 G)

YAMS

SERVING SUGGESTIONS



CANDIED

For a heavier candy add brown sugar, butter or more syrup to syrup in can. Heat 10 min. Candied yams may also be flavored with fruit jams.



BROILED

Brush heated yams with butter. Broil 10 min. with butter. Broil 10 min. with marshmallows. Gratin or cream cheese. Broil 10 min. with butter.



GARNISHED

Serve with heated eggs, hot cheddar, marshmallows, cream or sour cream, marshmallows, cream, heated yams, heated yams, heated yams, heated yams.

AN EARLY AMERICAN—THE SWEET POTATO

Columbus found it here—carried it back as proof of the wonders of the New World. Today, we know the sweet potato as a prime source of vitamins A and C. It is a good provider of food energy too—even better than the white potato.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 2

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

- A. Given a list of words taken from a Trappey's Navy Bean Label, the student will select the correct suffix to form new words.
-
- B. Given a list of sentences which contain a root word taken from a Trappey's Navy Bean Label, the student will select the correct suffix which best completes the sentence.

II. INSTRUCTIONAL ACTIVITIES

- A. Structural Analysis.
- B. Context Clues.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Using the following suffixes and root words, make as many new words as you can:

<u>Root Word</u>	<u>Suffix</u>
cook	ed
need	ing
desire	s
serve	d
pack	ed
flavor	

B. Using the suffixes ed, ing, s, d and ed, complete the word which is underlined in each sentence:

1. Trappey's navy beans are flavor with slab bacon.
2. Trappey's navy beans may be serve hot or cold.
3. Navy beans must be cooked before serve.
4. Salt and pepper are added to give Trappey's navy beans the desire flavor.
5. Trappey's navy beans are pack in Lafayette, Louisiana.

IV. TEACHER MATERIALS

Teacher made activities.


V. EVALUATION

Teacher evaluation.

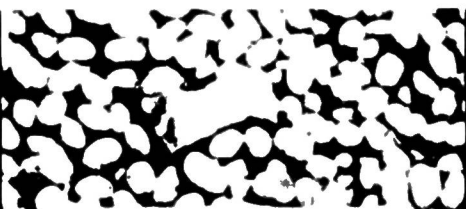
VI. BIBLIOGRAPHY

Trappey's Navy Bean Label.

VALUABLE OFFER
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FREE



heat and
serve



TRAPPEY'S.
NAVY BEANS
flavored WITH SLAB BACON

NET WT. 10 1/2 OZ.

NET WT. 10 1/2 OZ. 430 GRAMS


INGREDIENTS: NAVY BEANS, WATER, SLAB BACON, ONION, TOMATOES, SPICES, SALT, AND MONOSODIUM GLUTAMATE ADDED.

Directions to Serve

This is a fully cooked product needing only to be heated before serving. There is in each can a nice piece of lean slab bacon, which imparts a flavor that cannot be surpassed. If a peppery flavor is desired, mince a Torrida® Pepper and add before heating.

Delicious served either hot or cold.

PACKED BY
E. F. TRAPPEY'S SONS, INC., LAFAYETTE, LOUISIANA 70501



70320 80115

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 2

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

Given a copy of a Trappey's Pork and Bean Label the student will:

- A. ~~Select the correct word to fill in the blanks in a group of sentences.~~
- B. Select the correct word with the proper suffix to fill in the blanks in a group of sentences.
- C. Circle the root words which are underlined in a paragraph.

II. INSTRUCTIONAL ACTIVITIES

- A. Structural Analysis.
 - 1. Suffixes.
 - 2. Root words.
- B. Context Clues.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Fill in the blanks with the best word from the following list:

tomato	garlic	salt	vinegar	beans	sugar
pork	water	starch	onions	pepper	

- 1. I like (sugar) with my coffee.
- 2. Cayenne (pepper) is hot.
- 3. Salt (pork) can be cooked with beans.

4. (Vinegar) gives flavor to cold slaw.

5. We add (onions) to make gravy.

B. Underline the correct word to complete each sentence.

1. My wife (cook, cooking, cooks) pork and beans.

2. She is (heats, heating, heated) the can of beans.

3. We (flavor, flavored, flavors) our food with garlic.

4. Pork and beans can be (serves, served, serving) hot or cold.

5. Employees (pack, packs, packing) 24 cans of beans to one case.

C. Circle the root word contained in each underlined word in the following paragraph:

Trappey's pork and beans are a fully cooked product. They only need to be heated before serving. The beans are flavored with pieces of slab bacon. The thick tomato sauce contains different kinds of spices. They are delicious served either hot or cold.

IV. TEACHER MATERIALS

Trappey's Pork & Bean Label

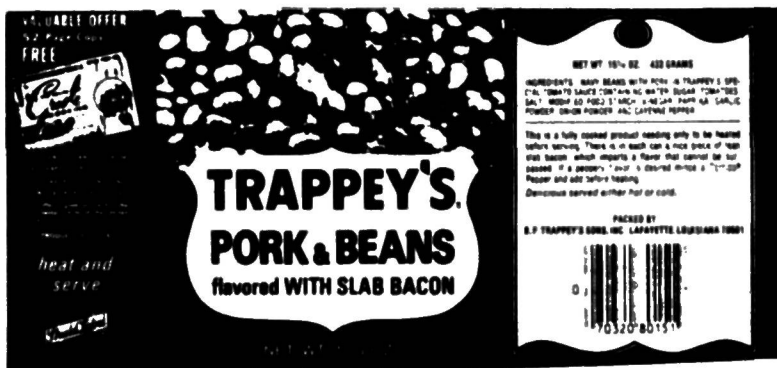
Teacher made exercises

V. EVALUATION

Teacher evaluation

VI. BIBLIOGRAPHY

Trappey Pork & Bean Label



PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 1 - L 3

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

Given a Trappey's Cut Okra and Tomatoes Label the student will:

- A. Listen to a cassette tape recording of the information printed on the right side of the label beginning with "A delightful combination, etc."
- B. Fill in the missing vowel letters of a paragraph taken from the label.
- C. Supply the missing word in a group of sentences.

II. INSTRUCTIONAL ACTIVITIES

- A. Phonics.
- B. Structural analysis.
- C. Context clues.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Student will look at the label and follow along with his/her eyes while listening to the cassette tape. Stop the tape. Rewind it. Listen to the tape again.

B. Fill in the missing vowel letters in the following paragraph:

____ kra has m ____ ny t ____ mes been d ____ fined as g ____ mbo. Do n ____ t
c ____ fuse okr ____ w ____ th gumb ____, alth ____ ugh ____ kra c ____ n b ____
____ sed in m ____ king g ____ mbo in wh ____ ch c ____ se okr ____ s

PROJECT APPLE CORE
INSTRUCTIONAL PACKET.

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 1 - L 2

EDUCATIONAL SKILL: Word Recognition
Study Skills

I. INSTRUCTIONAL OBJECTIVES

Given a Sugary Sam Yam Label, the student will:

- A. Identify words beginning with the consonant b.
- B. Underline the words beginning with the consonant blend pr.
- C. Arrange the words beginning with the consonant blend pr in alphabetical order.

II. INSTRUCTIONAL ACTIVITIES

- A. Phonics.
 1. Identifying consonants.
 2. Consonant blends.
- B. Alphabetical order.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Instructor will introduce the consonant b. Discuss the words brown, boil, buttered and baked. Read the following sentences and have the student select the correct word to properly fill in the blank:

brown boil baked buttered

1. _____ (boil) a sweet potato to make it tender.
2. Yams should be _____ (baked) in a moderate oven.

3. One type of sugar is _____ (brown).

4. The baking dish should be _____ (buttered)
before adding the ingredients of the recipe.

B. Student will draw a line under each word on the label
which begins with the consonant blend pr.

provides, prepare, proof, products, prize, provider, product

C. Arrange the words in section B above in alphabetical order.

prepare

proof

prize

provider

product

provides

products

IV. TEACHER MATERIALS

A. Sugary Sam Yam Label.

B. Teacher-made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Sugary Sam Yam Label.

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ALL NEW! EARLY
AMERICAN RECIPE
BOOKS
NOW AVAILABLE
IN A NEW EDITION
WITH NEW RECIPES
AND ILLUSTRATIONS
AVAILABLE NOW

PACKED BY
B. F. TRAPPEY'S
SONS, INC.

SUGARY SAM
Louisiana
YAMS
WHOLE SWEET POTATOES

SUGAR SYRUP PACK NET WT. 17.0Z (1 LB. 1.0Z)

SERVING SUGGESTION

CANDIED YAMS

Remove these yams (save syrup) place in well greased baking pan. Then crush or crumble 7 large ginger snaps with a rolling pin and mix with yam syrup, adding melted butter or oleo-margarine and adding a teaspoon of baking powder. If extra sweetness is desired, sprinkle over each yam brown or granulated sugar. Add the juice of one half lemon. Bake in hot oven 20 minutes.

AN EARLY AMERICAN - THE SWEET POTATO
Columbus found it here - carried it back as proof of the wonders of the New World. Today, we know the sweet potato as a prize package of food values - a rich source of vitamin A, and it provides worthwhile quantities of vitamin C. It is a good provider of food energy, too - even better than the white potato.



It's good to eat, for it's a darn good yam!

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Manufacturing

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels

LEVEL: L 1 - L 2

EDUCATIONAL SKILL: Word Recognition
Study Skills

I. INSTRUCTIONAL OBJECTIVES

Given a Trappey's Pork and Bean Label, the student will:

- A. Add the suffixes ed, ing and s to a group of words printed on the label.
- B. Underline the root word of several words found on the label.
- C. Alphabetise a group of words.

II. INSTRUCTIONAL ACTIVITIES

- A. Structural Analysis.
 - 1. Suffixes.
 - 2. Root Words.
- B. Alphabetical Order.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Make a new word by adding ed, ing, and s to the following words:

cook
need
heat
flavor
desire

B. Underline the root word in the following words:

cooked	needing	heated	serving
desired	imparts	containing	modified

C. Put the following words in alphabetical order:

labels	bacon	tomato	salt	onion
limits	slab	water	vinegar	pepper
heat	beans	sugar	garlic	can

IV. TEACHER MATERIALS

Trappey's Pork & Beans Label

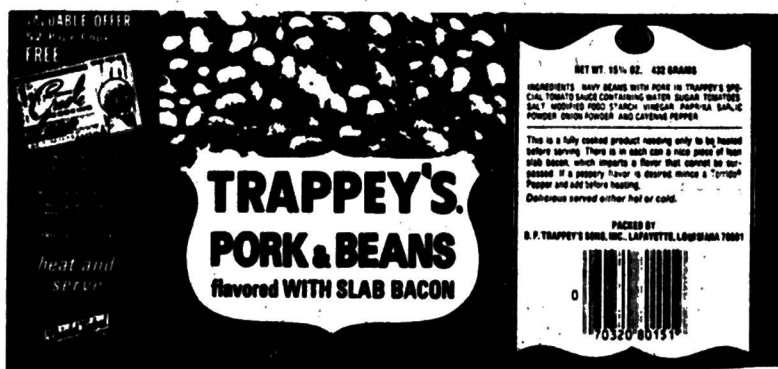
Teacher made activities

V. EVALUATION

Teacher evaluation

VI. BIBLIOGRAPHY

Trappey's Pork & Bean Label



PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Tax Deductions

LEVEL: L 3

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given the net pay for a period of one week, the student will compute the additional amount of money he would receive if the percentage of federal withholding tax was decreased.

II. INSTRUCTIONAL ACTIVITIES

Percent

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Fred read in the newspaper that federal tax withholdings would be decreased 2.5% of total net pay. Fred wants to determine the exact additional amount of money he will receive at the end of the week.

Fred's net pay is \$150.00 a week.

What will his additional pay be for one week?

IV. MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Social Security Payments LEVEL: L 3

EDUCATIONAL SKILL: Whole Numbers
Decimals
Percentage

I. INSTRUCTIONAL OBJECTIVES

- A. Given examples of nine (9) digit numbers, the student will read the numerals stated on a Social Security card.
- B. Given a hypothetical situation, the student will determine the total amount of Social Security taxes an individual will pay.

II. INSTRUCTIONAL ACTIVITIES

- A. Whole Numbers.
 - 1. Reading numbers.
 - 2. Multiplication.
- B. Decimals.
- C. Percentage.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Read the following numerals:

509-26-1375 608-67-1408 762-53-1362

Look at your Social Security card. Is your number similar to the examples above?

- B. Harry's weekly salary is \$96.00. The Social Security deduction is 4% of your gross pay (\$96). What is his total Social Security payment?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Payroll

LEVEL: L 2 - L 3

EDUCATIONAL SKILL: Whole Numbers
Fractions
Decimals

I. INSTRUCTIONAL OBJECTIVES

- A. Given an hourly rate, the student will calculate the gross pay for a regular 40-hour week.
- B. Given a regular hourly rate, the student will calculate the amount of overtime pay received for two hours of overtime work.
- C. Given the total gross pay and a list of deductions, the student will determine the total amount deducted per pay period.
- D. Given the net pay for one week, the student will compute the monthly net income.

II. INSTRUCTIONAL ACTIVITIES

- A. Whole Numbers.
 - 1. Addition.
 - 2. Subtraction.
 - 3. Multiplication.
- B. Fractions.
- C. Decimals.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Irving works for the city in a Worker 1 position. He is paid \$2.30 per hour. How much money will Irving receive for a 40-hour work week?
- B. Some weeks Irving works overtime. He gets paid time and a half for this work. If he earns \$2.30 per hour for regular time, how much money will he receive for two hours of overtime work?
- C. Irving's gross pay is \$92.00 per week. The following tax deductions are taken out of his check:

Social Security	\$2.93
Federal Income Tax	7.42
State Income Tax	1.35

How much is deducted from his gross pay each week?

- D. Based on the information given in section C above, what is the total amount of net pay Irving will receive per month?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Insurance Deductions LEVEL: L 2

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given the gross pay and net pay along with other deductions, the student will determine how much he pays for insurance each pay period.

II. INSTRUCTIONAL ACTIVITIES

A. Addition.

B. Subtraction.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Frank works for the city. His gross pay is \$100.00 per week. He does not take all of this money home because of various deductions which are as follows:

Federal Income Tax	\$15.20
Union Dues	2.00
Credit Union	1.50
Social Security	.75
Retirement	1.00

The only deduction not listed is for insurance. If Frank's net pay is \$70.00, how much does he pay for insurance?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Union Dues

LEVEL: L 3

EDUCATIONAL SKILL: Whole Numbers
Decimals
Percent

I. INSTRUCTIONAL OBJECTIVES

- A. Given the monthly gross pay and the percentage to be withheld for union dues, the student will compute the amount paid for union dues.
- B. Given the total net pay and the amount of union dues withheld each month, the student will figure out the percentage withheld.

II. INSTRUCTIONAL ACTIVITIES

- A. Whole Numbers.
 1. Multiplication.
 2. Division.
- B. Decimals.
- C. Percent.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

- A. Sam's gross pay per month is \$535.00. He pays 2% of his salary to the union. How much are his monthly union dues?
- B. Tom pays \$20.96 per month for union dues. His gross pay is \$525.00. What percentage of his gross pay is withheld each month for union dues?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.